



# Sherman E. Burroughs High School

500 East French Ave • Ridgecrest CA, 93555 • (760) 499-1800 • Grades 9-12

Bryan Auld, Principal

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### Sierra Sands Unified School District

113 Felspar  
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#### District Governing Board

Kurt Rockwell, President  
Michael Scott, Vice President  
Amy Castillo Covert, Member  
William Farris, Member  
Timothy Johnson, Member

#### District Administration

Ernest M. Bell, Jr.  
**Superintendent**  
David Ostash  
**Assistant Superintendent, Human  
Resources**  
Pamela Smith  
**Assistant Superintendent, Business  
Services**  
Michelle Savko  
**Assistant Superintendent,  
Curriculum and Instruction**  
Elaine Littleton  
**Executive Director of SELPA**

### Principal's Message

Welcome to the 2018-2019 school year. I sincerely hope that you are as excited for the start of the school year as I am. Burroughs High School is a very special place to me and I am both honored and proud to serve my alma mater as principal. In addition to being an alumnus (Class of 1992), I have devoted my entire career, thus far, to serving the school and community. Burroughs High School is "home" for me and, as such, I take great pride in promoting and maintaining the many programs and opportunities which have earned the school so many honors and distinctions.

Burroughs High School is unique, not just because of its isolated geographical location or unusual mascot, but because of the uncommon balance that exists between maintaining traditional high school experiences and instituting progressive programs and courses. We are proud to offer a comprehensive experience to students so that they have opportunity to enrich their educational experience. Our highly qualified faculty will facilitate rigorous and relevant instructional programs which will develop both College and/or Career readiness. In addition, we offer a myriad of courses and programs to assist students who need additional support. A vibrant and robust offering of co- and extra-curricular opportunities are available based on individual interests. In addition, student-athletes have access to competitive play in the California Interscholastic Federation and Mojave River League. And finally, students will have opportunity to become members of a spirited school community that values safety, support, and school pride.

We are looking forward to a great year and are excited for the many opportunities that await. I encourage all parents to become involved in their student's education by monitoring academic progress, encouraging "study time," communicating with faculty and/or staff, joining PTO or a Boosters organization, and visiting the campus.

Have a rewarding and productive school year!

Bryan Auld  
Principal

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	412
Grade 10	385
Grade 11	347
Grade 12	309
<b>Total Enrollment</b>	<b>1,453</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	1.2
Asian	3.2
Filipino	3.1
Hispanic or Latino	25.7
Native Hawaiian or Pacific Islander	1.7
White	58.6
Socioeconomically Disadvantaged	54.9
English Learners	4.2
Students with Disabilities	12.5
Foster Youth	0.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Sherman E. Burroughs High School	16-17	17-18	18-19
With Full Credential	64	54	57
Without Full Credential	8	10	11
Teaching Outside Subject Area of Competence	10	9	10
Sierra Sands Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	204
Without Full Credential	♦	♦	43
Teaching Outside Subject Area of Competence	♦	♦	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Sherman E. Burroughs High	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	2

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Textbooks and Instructional Materials Year and month in which data were collected: April 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>The Language of Composition (2008) BedFord/Martin's Adopted in 2013</p> <p>Expository Reading and Writing Adopted in 2013</p> <p>An Introductory to Poetry (2002) Adopted in 2003</p> <p>High Point (Hampton Brown) (2002) Adopted in 2003</p> <p>Holt Literature and Language Arts (2003) Adopted in 2003</p> <p>SRA Corrective Reading (2002) Adopted in 2003</p> <p>The Readers Choice (2002) Adopted in 2003</p> <p>Timeless Voices Timeless Themes (2002) Adopted in 2003</p> <p><b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook: 0</b></p>
<b>Mathematics</b>	<p>Algebra I/Geometry/Algebra II California AGA- Houghton Mifflin-2015, Trigonometry 8th Edition-Cengage-2011, The Practice of Statistics-BFW Freeman-2015, Pre-Calculus with Limits, A Graphing Approach-Houghton Mifflin-2008, Calculus of a Single Variable, Houghton Mifflin-8th Edition-2006</p> <p>Pacemaker: Basic Mathematics, 3rd Edition (2000) Adopted in 2008</p> <p>Pacemaker, Pre-Algebra, 2nd Edition (2001) Adopted in 2006</p> <p>Life Skills Math (2003) Adopted in 2008</p> <p>Math for the World of Work (2002) Adopted in 2008</p> <p><b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook: 0</b></p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: April 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>The Central Science (AP Chemistry)                      Pearson Prentice Hall                      Adopted in 2013</p> <p>Biology (AP) (2006)                      Adopted in 2007</p> <p>Biology (Conceptual) (2008)                      Adopted in 2007</p> <p>Biology: Concepts &amp; Connections (Honors) (2006)                      Adopted in 2007</p> <p>Biology: (CP) (2007)                      Adopted in 2007</p> <p>Conceptual Physics (2006)                      Adopted in 2007</p> <p>Essentials of Anatomy and Physiology (2007)                      Adopted in 2007</p> <p>Forensic Science: An Introduction (2008)                      Adopted in 2007</p> <p>Holt Earth Science (2007)                      Adopted in 2007</p> <p>Holt Physics (2004)                      Adopted in 2007</p> <p>Pacemaker: Biology (2004)                      Adopted in 2007</p> <p>Prentice Hall Chemistry (2007)                      Adopted in 2007</p> <p>Zoology (2007)                      Adopted in 2007</p> <p><b>The textbooks listed are from most recent adoption:      Yes</b>  <b>Percent of students lacking their own assigned textbook: 0</b></p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: April 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>American Anthem: Modern American History (CP) (2007) Adopted in 2006</p> <p>American Government (AP) (2006) Adopted in 2006</p> <p>Economics (2003) Adopted in 2006</p> <p>Economics (AP) (2005) Adopted in 2006</p> <p>Modern World History: Patterns of Interaction (CP) (2006) Adopted in 2006</p> <p>Pacemaker: American Government (2005) Adopted in 2006</p> <p>Pacemaker: Economics (2001) Adopted in 2006</p> <p>Pacemaker: World Geography and Cultures (2002) Adopted in 2006</p> <p>Pacemaker: World History (2002) Adopted in 2006</p> <p>The American Pageant (AP) (2007) Adopted in 2006</p> <p>United States Government: Democracy in Action (2006) Adopted in 2006</p> <p>World Geography (2006) Adopted in 2006</p> <p>World History Modern Times (Honors) (2006) Adopted in 2006</p> <p>World History: The Modern World (2007) Adopted in 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Foreign Language	<p>Ven conmigo! Holt, Rinehart, Winston Adopted in 2005</p> <p>Ven conmigo! Nuevas Vistas: Course 1 Holt, Rinehart, Winston Adopted in 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Health	<p>Health and Wellness Glencoe Adopted in 2009</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: April 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Visual and Performing Arts</b>	Art in Focus Glencoe/McGraw-Hill Adopted in 2008  Art Talk Glencoe/McGraw-Hill Adopted in 2008  Creating and Understanding Drawing Glencoe/McGraw-Hill Adopted in 2008  Gardner's Art Through the Ages Thomson/Wadsworth Adopted in 2008  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0</b>

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**Buildings**

A \$7 million Career Technology Education building officially opened in April 2011 for instruction. CTE and Project Lead the Way courses are taught in the four new state of the art classrooms. There have been several additional improvements and modifications to the campus. The eaves, trim, and doors of all buildings are cleaned and painted on an as-needed basis each summer. Our parking lots have been refurbished and painted. The PE facilities have been upgraded significantly, with improved watering systems and maintenance. With the passing of the bond (Measure A), over \$22 million worth of improvements are now completed.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Burroughs High School has nearly completed construction due to a \$32 million Department of Defense grant which is used to modernize existing buildings and for some new construction. All of the classroom wings have been modernized, a new administration building has been constructed at the front of the school, a new parking lot for students and guests has been constructed, new stadium lighting and a new ticket booth/snack bar were built, and various improvements have been made in various areas on campus.

**Library**

The library houses 35 Internet-connected computers with access to several online databases. Teachers use the lab for instruction and take advantage of the updated reference section of the library. The library is open daily before and after school, offering students a quiet place to study, read, and do research. We have one full-time and one part-time library technicians who provide assistance and help identify resources that support our educational programs.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 12/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems.
<b>Interior:</b> Interior Surfaces	Good	Classroom G3: Plywood missing on wall due to bees, never repaired during construction. Classroom H1: Half of the tackable surface is damaged, VCT missing in a few spots.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 12/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Classroom H3: Transfer strip missing between carpet and VCT.            Classroom I5: Cove base missing.            Classroom I6: One tackable panel damaged. Covebase damaged on one whole wall, broken ceiling tile center of room.            Classroom J1: Carpet seams coming apart.            Classroom J2: 2 Tbar panels need to be replaced.            Classroom J4: Dirty.            Classroom K1: VCT around desk bad.            Classroom K2: VCT broken by door.            Classroom K3: VCT coming up and cracking in a few places.            Classroom K4: VCT coming up and cracking in a few places.            Classroom K5: Needs ceiling tiles.            Classroom N50: Carpet seams coming apart. Needs paint.            Classroom N51: Needs paint.            Classroom N52: Needs paint.            Classroom N53: Carpet seams coming apart. Needs paint.            Classroom N54: Carpet seams coming apart. Needs paint.            Classroom N55: Needs carpet and paint.            Classroom N56: Needs carpet and paint.            Classroom N57: Carpet seams coming apart/needs paint.            Classroom P1: Whole exterior needs paint. 5 tackable wall panels damaged. Floor transfer strip needs replacing.            Classroom P2: Carpet seams coming apart.            Classroom P3: Carpet is coming apart at seam and large bubble under desk.            Band Room: VCT chunks missing, has crack in storage, water stains on ceiling.            Multi Use: Needs paint            New Admin Office: Water stain from leaking pipe on new ceiling tile.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
<b>Electrical:</b> Electrical	Good	No apparent problems.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Classroom PAC 5: Drain line to sink damaged.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	Good	<p>Classroom PAC 4: Water leak in roof.            Classroom PAC 5: Water leak in roof.            Lecture Center: Water leak in roof, three broken/missing seats, needs paint.            Band Room: VCT chunks missing, has crack in storage, water stains on ceiling.</p>
<b>External:</b>	Good	No apparent problems.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Playground/School Grounds, Windows/ Doors/Gates/Fences		
<b>Overall Rating</b>	<b>Good</b>	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	74.0	72.0	50.0	48.0	48.0	50.0
Math	32.0	30.0	33.0	32.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.0	29.7	31.3

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	334	329	98.50	72.34
<b>Male</b>	180	177	98.33	70.62
<b>Female</b>	154	152	98.70	74.34
<b>Black or African American</b>	19	19	100.00	63.16
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	85	84	98.82	63.10
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	198	195	98.48	74.36
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	173	171	98.84	63.16
<b>English Learners</b>	23	22	95.65	22.73
<b>Students with Disabilities</b>	35	34	97.14	23.53
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	333	327	98.2	30.28
Male	179	175	97.77	32
Female	154	152	98.7	28.29
Black or African American	19	19	100	15.79
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	85	84	98.82	17.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	197	193	97.97	35.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	172	169	98.26	22.49
English Learners	23	22	95.65	0
Students with Disabilities	34	33	97.06	3.03
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### **C. Engagement**

#### **State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### **Opportunities for Parental Involvement (School Year 2018-19)**

Our PTO focuses on raising money for student scholarships and teacher recognition. Our School Site Council and English Language Advisory Committee include parents who play a vital role in developing and approving site plans which includes budget allocations. Booster organizations comprise parents who raise money and assist with school trips and at school competitions. Parents organize a Safe Graduation Party at the end of the year for all graduating seniors in our community. Many parents are heavily involved in the school community and contribute considerably to their child's education and help with many of our campus programs. The contact person for parent involvement is Bryan Auld, our principal.

#### **State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### **School Safety Plan**

Three full-time campus supervisors monitor our campus beginning one hour before school begins and continuing until 30 minutes after dismissal. In addition, four part-time noon-duty supervisors are available to assist with supervision at lunch. Two school resource officers serve the district and one is on our site for the majority of each school day. Our 64-camera surveillance system and campus wide speaker system contribute to prevention efforts. All visitors must register with our office and wear a visitor's badge. Students and staff members are also encouraged to carry name badges with them at all times. We revise our school safety plan every year and hold annual evacuation and lock down drills. Our campus is closed except during lunch. In addition, there have been many safety improvements to campus due to a \$28 million dollar Department of Defense (DOD) modernization grant. Some of the safety enhancements include: doors that can be locked from the inside, peep holes so that staff can see who is immediately outside of their door, blast force windows, and significantly improved campus wide lighting.

### Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	7.3	8.5	8.2
Expulsions Rate	0.7	0.3	0.3
District	2015-16	2016-17	2017-18
Suspensions Rate	5.9	5.8	6.6
Expulsions Rate	0.3	0.2	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### Academic Counselors and Other Support Staff at this School

##### Number of Full-Time Equivalent (FTE)

Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.75
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	5.0
Other	16.18
Average Number of Students per Staff Member	
Academic Counselor	356

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

#### Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	25.0	24.0	22.0	14	17	21	37	36	43	6	6	2
Mathematics	20.0	17.0	24.0	9	9	13	7	4	23	3		12
Science	26.0	24.0	22.0	11	15	14	25	25	32	6	1	1
Social Science	28.0	27.0	23.0	8	12	19	17	9	19	18	24	17

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### Professional Development provided for Teachers

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development throughout the 2016-17, 2017-18, and 2018-19 school years. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based up on department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual work day, individual instructional coaching, and after school workshops.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,301	\$45,681
Mid-Range Teacher Salary	\$64,076	\$70,601
Highest Teacher Salary	\$87,196	\$89,337
Average Principal Salary (ES)	\$100,910	\$110,053
Average Principal Salary (MS)	\$105,610	\$115,224
Average Principal Salary (HS)	\$117,016	\$124,876
Superintendent Salary	\$158,000	\$182,466
Percent of District Budget		
Teacher Salaries	32.0	33.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

State and federal funds are used to support implementation of the eight state priorities. Our hardworking booster groups (Burros Boosters, Music Boosters, B-Mountain Foundation, PTO) raise over \$100,000 annually to support our students, musicians, artists, and athletes. Our PTO raises a few thousand dollars per year and manages the school trust fund, which awards several student scholarships at the end of the year.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Sherman E. Burroughs High School	2014-15	2015-16	2016-17
Dropout Rate	1.3	1.6	0.7
Graduation Rate	96.5	96.2	97.9
Sierra Sands Unified School District	2014-15	2015-16	2016-17
Dropout Rate	2.8	3.3	3.0
Graduation Rate	92.0	91.9	89.9
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	736
% of pupils completing a CTE program and earning a high school diploma	98.5%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.5
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	27.8

\* Where there are student course enrollments.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7085.51	907.87	617.64	62752.24
District	◆	◆	5632.22	\$64,523
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			-160.5	-2.8
Percent Difference: School Site/ State			-179.7	-12.9

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	5	◆
Fine and Performing Arts	5	◆
Foreign Language	2	◆
Mathematics	1	◆
Science	2	◆
Social Science	2	◆
All courses	17	9.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	93.4	90.7	88.7
Black or African American	89.5	79.2	82.2
American Indian or Alaska Native	100.0	60.0	82.8
Asian	92.9	92.9	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	98.5	97.2	86.5
Native Hawaiian/Pacific Islander	33.3	50.0	88.6
White	93.2	91.0	92.1
Two or More Races	75.0	83.3	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	58.3	53.3	56.7
Students with Disabilities	68.6	63.4	67.1
Foster Youth	0.0	0.0	74.1

### **Career Technical Education Programs**

- Automotive Careers
- Criminal Justice
- Health Careers
- Culinary Arts
- Principles of Engineering
- Introduction to Engineering Design
- Digital Electronics
- Civil Engineering and Architecture
- Wood I
- Wood II
- Wood III
- Metal I
- Metal II
- Metal III
- Digital Multi Media

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.